

Rationale for Training Portfolio

Title: Fossy Fox and Salley

Grade: 4

Year released: 2007

Reflective Piece Title: Dear Reviewer

___2___ Content (2,2,1)

The writing attempts to establish and maintain a narrowed purpose by reflecting on personal progress and stating who influences her writing. However, there are some lapses in focus as the writer attempts to compare her writing to a flower. There is some awareness of audience's need when the writing is attempting to convey emotions ("I wanted my audience to hear the boom and feel that I was scared."). The writing demonstrates limited idea development by including few details and weak support of the purpose. Some characteristics of the genre are attempted by using the letter format.

___2___ Structure (2, 1, 2)

The writing demonstrates logical organization with lapses in coherence. There is a sense of organization through use of paragraphing. However, there are some lapses in coherence due to the unsuccessful attempt to compare his/her writing to a flower. Limited use of transitional elements weakens the coherency of the writing. Some simple sentence structure is demonstrated where the writer is attempting to create more complex sentences.

___2___ Conventions (2,2,2)

The writing demonstrates some control of grammar and usage with some errors that do not interfere with communication (flow-flows). Simplistic and/or imprecise word choice is evident throughout (I, it). The pronouns do not refer back to the nouns. There are some punctuation and capitalization errors that did not interfere with communication.

Instructional Implications:

More instruction on the purpose of the reflective writing needs to occur, as well as for transitional elements, sentence structure, and punctuation.

Personal OR Literary Piece Title: Fossy Fox and Salley

___2___ Content (2, 2, 2)

The writing attempts to narrow the purpose through the use of a moral. Using the format of a play and including the narrator, who sets up the scene, indicates some awareness of audience's needs and attempts communication with the audience. Some voice is attempted in the characters' dialogue. The writing demonstrates some idea development with details/support. The narrator sets up the problem for the audience, but the characters' dialogue is not developed pertaining to the purpose. Some characteristics of the genre are applied (list of characters, characters' lines identified).

___2___ Structure (2, 2, 2)

The writing demonstrates logical organization with lapses in coherence. This occurs due to having two narrators. The organization of dialogue through the characters creates some effective transitional elements. Simple and compound sentences are evident, even though there are punctuation issues with them.

___2___ Conventions (2, 2, 2)

The writing demonstrates some control of grammar and usage with some errors that do not interfere with communication. This is evident in Narrator 2's lines. Simplistic word choice is demonstrated throughout (examples-pretty, coming, brown). Some control of correctness with some errors that do not interfere with communication are present (sentence punctuation, spelling).

Instructional Implications:

More instruction needs to be focused on developing the plot along with character development. Characteristics of a play need to be revisited, especially acts and the narrator's role. A correctness issue that needs to be discussed is sentence punctuation.

Transactive Piece Title: "The Race"

___1___ Content (1, 0, 1)

The writing attempts to establish a general purpose; lacks focus. The writing fails to maintain the purpose by having lapses. The writing lacks awareness of audience due to the general purpose of the piece. It is unclear who needs to know this information and why they would need to know it. Weak support is evident due to not having a narrowed purpose. The writing applies some characteristics of a feature article, but does not build the foundation for including the experiment in the article.

___2___ Structure (2, 2, 2)

The writing is logically organized with lapses in coherence. This is due to not having a narrowed purpose. Evidence of some effective transitional elements are the Scientific Method headings. Simple sentences are used throughout.

___2___ Conventions (2, 2, 2)

Some control of grammar and usage is evident with some errors (examples-faster for fastest, use of was instead of were). Simplistic and imprecise language is used throughout (melt, it). There are some errors in punctuation and with the inconsistency of capitalization; although most do not interfere in the overall communication to the reader.

Instructional Implications:

Instruction needs to focus on the characteristics of a feature article and how to include an experiment in it. Audience awareness needs to be addressed as well. Words that are related to specific content that will best engage the audience, needs to be included in that instruction. Conventions instruction should include present, past, and future tense verbs and proper capitalization.

4045382

2006 PORTFOLIO SCORING STUDY*

KENTUCKY WRITING PORTFOLIO
Table of Contents
Grade 4

Annotated

Student Signature Sheet Included and Signed

Y

N (Circle one)

Fill In
Number
Selected

Category/Descriptor

Page

1	Reflective Writing (Include 1)	
	Title: Letter to the Reviewer	2
1	Personal Expressive OR Literary Writing (Include 1) Personal Narrative, Memoir Story, Poem, Script	
	Title: Fossy Fox and Salley	3
1	Transactive Writing (Include 1) Various Real-World Forms	
	Title: The Race	4
3	Total (must equal 3)	

STUDENT SIGNATURE SHEET

(Required In Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

Required Verification Signature

The pieces in this portfolio are my own work. I am the author of all the pieces in my portfolio. I may have talked about my work (conferenced) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by teacher's signature in the box labeled "IEP/504 Plan Adaptations").

Student Signature B M

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature _____

Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

Student Signature (optional) B M

Required Verification Signature--It is required that the work contained in each portfolio is the original work of the student. Every portfolio must include the statement, signed by the student, that the work in the portfolio is his/her original work. This sheet must be placed in the portfolio. If the verification statement is not signed, the portfolio will receive a performance rating of Incomplete.

Optional Permission--The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide re-scoring activities. Students are requested, but are not required, to give permission for this purpose and should sign the second statement above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

Dear Reviewer,

As a writer I am a flower that some times gets stepped on but works its way back up to the top. Some times I get discouraged because I had trouble reading. Now that I read better I write better. attempts to narrow purpose

I have been influenced by my teachers and parents. My parents influenced me by saying you need to work harder. My teacher conferences with me and tells me that I am doing good. I think I need to improve on my spelling and make my words stronger. I think I write better letters than biographies. Weak support

When I wrote *Fossy Fox and Squirrel* I had a great time. It was like I was a beautiful bouquet of flowers. my writing flow there my story and ever body new how sly fox was and ever body new how cute sally was. I had it performed in front of my parent

When I wrote the *Crash* I had to give lots of details. I wanted My audience to hear the boom and feel that I was scared. Weak support

Some awareness of audience's needs
It wasn't hard to write the *Races* because I followed the scientific process.

Now I am a bigger flower I can stand on my own.

* Use of "I" + "It" Create
Simplistic word choice. Pronouns
do not refer back to noun.

* Compound words are separated.

Sincerely,

Fossy Fox and Sally
By

*Some characteristics of genre (play) are applied

Characters: Narrator 1 and 2

Fossy Fox

Sally Squirrel

Hunter 1

Hunter 2

Narrator 1: Once there was a Fox named Fossy Fox that lived in a forest. She had a beautiful white tail with flecks of gold like sunshine on it.

Sally Squirrel also lived in the forest but did not have a pretty tail like Fossy Fox. Hers was just plain brown.

Narrator 2: In the forest Fossy Fox and Squirrel were talking.

Fossy Fox: I do have a beautiful tail and you don't. Mine is white with sun shin on it and yours is just brown.

Squirrel: I know. I wish my tail was as pretty as yours.

Narrator: Just then two hunters were coming in the forest.

First Hunter: Oh boys, Look at the pretty fox. Lets' hunt it.

Narrator 2 So they were going to hunt the beautiful fox.

Narrator 1: The hunters chased the fox there and here and every where. Fox tried to hide right in front of the tree. BOOM !

Hunter 2: (Excitedly) I shot the Fox!

Hunter 1: What a gorgeous tail !

Narrator 1: Squirrel saw it all and said....

Squirrel: I am so happy I have a brown tail.

Moral

Be happy with who you are.

Simple sentences throughout

3

"The Race"
A Science Project
By I

*General Purpose

Purpose: The purpose of my experiment was to see which one of the three liquids would

melt the alka seltzer first.

Simplistic word choice
Materials: three cups — Inconsistent capitalization

Water

Hi C juice

Gatorade

Alka Seltzer

Structure creates limited awareness of audience's needs

Attempts to apply characteristics of genre

needs superlative form used throughout

Hypothesis: My prediction is that the Alka Seltzer will dissolve faster in the Gatorade because it is flavored.

Procedure: During my testing I filled three glasses with different liquids to see which one alka seltzer would dissolve faster in. I chose to use water, Gatorade and Hi C juice.

Weak support

To start my experiment I filled three glasses with the same amount of each liquid. Then I dropped an alka seltzer tablet into the all three containers at the same time. I watched what happened.

Inconsistent capitalization

Lack of punctuation

Simplistic Sentence

Observation: The juice took a long time to dissolve the water and Gatorade was a very close race but in the end the water won.

Imprecise word choice

Conclusion: It was made to dissolve in water.

WC Imprecise

Simplistic sentence

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Fossy Fox and Sally

By

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Sally Squirrel

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Narrator 2: In the forest Fossy Fox and Squirrel were talking.

Fossy Fox: I do have a beautiful tail and you don't. Mine is white with sun shin on it and yours is just brown.

Squirrel: I know. I wish my tail was as pretty as yours.

Narrator: Just then two hunters were coming in the forest:

First Hunter: Oh boys, Look at the pretty fox. Lets' hunt it.

Narrator 2 So they were going to hunt the beautiful fox.

Narrator1: The hunters chased the fox there and here and every where. Fox tried to hide right in front of the tree. BOOM !

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Narrator 1: Squirrel saw it all and said....

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Moral

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"The Race"
A Science Project
By F

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Materials: three cups

Water

Hi C juice

Gatorade

Alka Seltzer

Hypothesis: My prediction is that the Alka Seltzer will dissolve faster in the Gatorade because it is flavored.

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Observation: The juice took a long time to dissolve the water and Gatorade was a very close race but in the end the water won.

Conclusion: It was made to dissolve in water.